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STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA.

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RESULTS ARE REPORTED FOR THE FIRST PHASE OF A LONGITUDINAL STUDY OF APPROXIMATELY 1,600 STUDENTS SEEKING TO TRANSFER IN 1964 FROM SEVEN PUBLIC AND EIGHT PRIVATE JUNIOR COLLEGES. WHILE A 2-YEAR PATTERN OF EDUCATION IS MOST COMMON, ONE-THIRD OF THE STUDENTS SURVEYED ARE SEEKING EARLIER TRANSFER. OVER 90 PERCENT PROPOSE TO TRANSFER TO A SENIOR PUBLIC INSTITUTION. SAT SCORES ARE SIMILAR FOR TRANSFER-SEEKING STUDENTS AT BOTH PUBLIC AND PRIVATE JUNIOR COLLEGES AND DO NOT VARY SIGNIFICANTLY FROM THOSE OF ALL ENTERING JUNIOR COLLEGE STUDENTS IN 1962. HOWEVER, BOTH SAT VERBAL AND MATH SCORES ARE SIGNIFICANTLY LOWER THAN THOSE OF STUDENTS ENTERING PUBLIC SENIOR INSTITUTIONS AS FRESHMEN. WHILE THE HIGH SCHOOL GPA IS A BETTER PREDICTOR OF GRADES IN PUBLIC JUNIOR COLLEGES THAN IN PRIVATE JUNIOR COLLEGES--MEAN HIGH SCHOOL GRADE AVERAGES ARE SIGNIFICANTLY HIGHER AT THE .01 LEVEL OF CONFIDENCE--COMPARATIVE DATA ON COLLEGE GRADE AVERAGES ARE LESS CLEAR. IT IS CONCLUDED THAT THE SENIOR COLLEGE FRESHMAN HAS AN INITIAL ADVANTAGE OVER THE JUNIOR COLLEGE FRESHMAN AND THAT IN FOLLOWUP STUDIES ADEQUATE CONTROLS MUST BE INCLUDED FOR THE PROPOSED COMPARISON OF TRANSFER PERFORMANCE WITH THE PERFORMANCE OF CONTINUING STUDENTS IN SENIOR INSTITUTIONS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE GEORGIA ASSOCIATION OF COLLEGES (GEORGIA CENTER OF CONTINUING EDUCATION, AUGUST 24, 1966). (AL)

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The nation's efforts to expand educational opportunities beyond high school have intensified concern with the problems of students transferring from two-year colleges to degree-granting institutions. The avowed purpose of most two-year colleges is to offer two years of academic course work which will enable students to then enter a senior institution and complete requirements for a degree. But because many community or junior colleges also purport to offer two years of terminal or general education for students who will not earn an academic degree, the problems of transfer to a senior institution are greatly complicated. The nature of the dual role thrust upon the junior college has given rise to serious criticism of the junior college's effectiveness in preparing students for successful competition with students who enter senior institutions as freshmen.

For junior college students the major problems have been loss of academic credit in transferring to a senior college, "transfer shock" in the sense of making lower grades, and general delay in acquiring a four-year college degree. For administrators and faculty in senior institutions the major problems have been those of how much academic credit to be transferred from the junior college, how to evaluate the quality of course work taken in junior colleges, and how to judge, in general, the preparedness of junior college transfer students for upper-division work in a four-year college or university.

The number of studies of junior college transfer students continues to increase annually. Yet, because of the many changes taking place in higher education and because of the conflicting findings of the numerous studies, it is unlikely that anything approaching a

satisfactory answer has been achieved. The complexity of the problems necessitates long-range, continuing investigation; they also require a broader perspective than they have been given thus far. Studies within individual senior institutions are essential to an understanding of the problems. Follow-up studies by the junior colleges are also necessary if they are to fulfill their role as an institution of higher education and not become merely the 13th and 14th grades of high school. Although valuable to the administration and faculty of a particular institution, such studies are subject to the whims of interpretation for an understanding of the over-all problem. If transfer students at Siwash U. do as well as native students, this will mean to some observers that academic standards at Siwash are wanting; to others it will "prove" that the junior college does just as good a job at the lower level as the universities do -- maybe even better.

The purpose of the study reported here is to provide a general framework or background for understanding the problems of transfer from junior to senior colleges and to take a first step toward a longitudinal study of college attendance which will throw better light on the complex problems of higher education in general. Financed by a grant to the Institute of Higher Education by the Georgia Association of Colleges and the Georgia Association of Junior Colleges, the study is an effort to determine the magnitude of the problem and to describe the typical pattern or characteristics of junior college transfer students in the State of Georgia. This particular report is concerned with Phase One of the study -- a statistical portrait of students seeking transfer from junior colleges in Georgia. We speak of "students seeking transfer" because we will not actually know if they did transfer

until we make a follow-up study at the senior college level; this will be Phase Two of the study.

The subjects of this study are all junior college students who sought to transfer from their college at the conclusion of the Spring Quarter in 1964. This particular group was chosen because it would allow at least two years of academic work at the upper division and permit a better evaluation of the transfer student's progress toward an academic degree. If the junior college transfer student completed two years of accepted academic work before transferring, then his expected date of graduation would be the Spring or Summer Quarter of 1966.

Both public and private junior colleges within the State have participated in the study. Information on students seeking transfer has been obtained from seven public colleges and eight private colleges; only two private colleges (with a combined total enrollment of less than 500 students) failed to send information about their students.

General Findings from Survey of Students Seeking Transfer

At the conclusion of the Spring Quarter of 1964 over 1,600 junior college students sought transfer from the college in which they were enrolled; 60.7 per cent from a public college and 39.3 per cent from a private college. The exact number seeking transfer is not known because several colleges included in their report students who sought transfer at the end of the Summer Quarter while others did not. Nor, as mentioned previously, is the number of those actually transferring known because several colleges could report only institutions to which they had sent transcripts for students. Since numerous students requested as many as three transcripts, the exact number of students transferring from a

junior college in 1964 will not be known until the follow-up study is completed.

Of students seeking transfer from a junior college in 1964, almost two-thirds were males. This ratio of male to female is almost identical to the ratio of male entering freshmen to female entering freshmen in public junior colleges in 1962. The proportion of male students seeking transfer is virtually the same for both public and private colleges.

The first quarter in which the students enrolled in the junior college was found to vary widely. Although 50 per cent enrolled either the Summer or Fall Quarter of 1962, at least 12 per cent enrolled for the first time prior to the Summer Quarter of 1962 and 8 per cent enrolled after the Fall Quarter of 1963. One student had enrolled in a junior college as early as the Winter Quarter of 1955 -- over nine years before he sought transfer from a junior college. The variation in time of first quarter enrolled implies that students who enter junior colleges, take two years of academic work, and then transfer to a senior institution constitute a fairly common but not universal pattern of academic progression for junior college students. We may infer from these data that over a third seek transfer before completion of two years work and that as many as 5 per cent may seek transfer after a single quarter of enrollment in a junior college.

For students seeking transfer to another college, this survey indicates that 97 per cent were seeking transfer to a senior institution while only 3 per cent were trying to transfer to another junior college. This finding is in keeping with logical expectations, but the large number seeking transfer to public institutions was somewhat

unexpected. Ninety per cent of the students sought transfer to a public institution as opposed to only 10 per cent who sought transfer to a private institution. A minor reason for the large proportion seeking transfer to a public college may be that students moving from Emory-at-Oxford are not regarded as transfer students if they move directly to Emory University. Nineteen per cent of the students sought transfer to a college outside the State.

Measured Academic Ability

Although College Entrance Examination Board Scholastic Aptitude Test (SAT) scores were not available for all students in the private junior colleges, SAT scores were reported for 81 per cent of the students seeking transfer from the private colleges. All private colleges reported SAT scores for some portion of their students included in the study.

As shown in Table 1., the distribution of scores on both verbal and mathematics sections of the SAT are comparable for both students in public and private college. There is no significant difference in the mean SAT score on either scale for the two groups. This finding implies that when compared on the SAT there are no significant differences in measured academic ability between students seeking transfer from public colleges and those seeking transfer from a private institution.

When compared to the total group of freshmen entering junior colleges of the University System of Georgia in 1962, no significant differences in measured ability were found for either the students in public colleges or the students in private colleges. This implies that

Table 1. Distribution of SAT Scores, High School Averages, and College Grade Averages for Students Seeking Transfer from Junior Colleges in Georgia.

	Percent of Students Seeking Transfer from: PUBLIC COLLEGES	PRIVATE COLLEGES	Percent of TOTAL GROUP
SAT-VERBAL			
700-799	0.7	0.0	0.5
600-699	2.6	2.8	2.6
500-599	12.4	11.4	12.0
400-499	29.4	30.8	30.0
300-399	43.4	41.4	42.7
200-299	11.5	13.6	12.2
SAT-MATH			
700-799	0.2	0.0	0.1
600-699	3.2	3.0	3.1
500-599	18.1	14.0	16.7
400-499	37.9	40.6	38.9
300-399	33.9	38.1	35.3
200-299	6.7	4.3	5.9
HIGH SCHOOL AVERAGE			
A	5.8	2.2	4.2
B	35.3	26.2	31.3
C	47.0	46.9	47.0
D	11.9	24.7	17.5
COLLEGE GRADE AVERAGE			
A	1.5	0.3	1.1
B	20.2	18.3	19.4
C	58.5	55.4	57.3
D	19.8	26.0	22.2

NOTE: Number of students varies because of incomplete data on all students.

students seeking transfer from junior colleges are comparable in original ability to those entering the public junior colleges. Assuming no selective bias in measured ability between students of public and private junior colleges, it would follow that students seeking transfer from a junior college did not enter college with a higher degree of measured ability than their classmates.

Students seeking transfer from a junior college do not score as high, however, as the students who originally entered a senior college in 1962. When compared to the scores of entering freshmen at the senior institutions of the University System of Georgia, the SAT scores of students seeking transfer in 1964 are significantly lower on both the verbal and mathematics sections of the test. This implies a selective bias in verbal and mathematical ability favoring the students who enter senior institutions as freshmen. This finding is further confirmed by a comparison of the average scores of all freshmen entering a public junior college in 1962 and the average scores of all freshmen entering a senior institution. Since SAT scores are not available for freshmen entering a private senior institution, this finding pertains only to the public colleges. There is no reason, however, to believe that a similar selective bias does not exist among the private colleges.

High School Achievement

Although comparable in measured ability, students seeking transfer from a public junior college have higher high school grades than students seeking transfer from a private junior college. Table 1. shows that almost one out of four of the private college students in this study have a high school average of D. When tested for statistical

significance, the difference in mean high school averages for the two groups is significant at the one per cent level of confidence.

Not only do the students seeking transfer from public junior colleges have a higher high school average than their private school cohorts, they also have a higher high school average than the total group of freshmen who entered a public junior college in 1962. This difference cannot be attributed to higher proportion of females in the public colleges -- it is widely known that female students make higher grades in high school -- because we have seen that the proportion of females seeking transfer is the same for both public and private colleges. The conclusion may be drawn, therefore, that students seeking transfer from a public junior college have made higher grades in high school than their counterparts in the private junior colleges. Indeed, their high school averages are almost identical with that of the total group of entering freshmen of the University System of Georgia in 1962.

Junior College Achievement

The comparison of college grade averages in Table 1. suggests that the students seeking transfer from a public junior college have made somewhat higher grades at the college level also. There is evidence of a slight tendency for the public college students to make more A averages and fewer D averages. When the difference in mean college average grades is tested, however, it is not significant at the one per cent level of confidence. The proper conclusion is that while the public college student seeking transfer may have received higher grades in college, better evidence is needed to substantiate the possibility.

Academic Progress

Table 2. shows the academic progress made by junior college students before seeking to further their education at another institution. According to the average number of quarters enrolled, hours carried, and credits earned, the typical junior college student seeking transfer was enrolled for almost six quarters in his junior college, carried a total of 84.2 hours while he was enrolled, and earned academic credit for 79.9 hours. This pattern indicates that the typical student in the study enrolled for slightly less than two full academic years and earned credit for slightly less than what is regarded as the equivalent of two years of academic work at the college level (i.e.,ninety hours). It further indicates that the typical student failed to earn credit for at least one course in which he was enrolled.

Students in private colleges appear to have carried the equivalent of one additional five hour course while enrolled in a junior college. They also have earned approximately five hours more credit than students in the public colleges. As mentioned previously, however, the students in the public junior colleges may have earned a slightly higher grade average while enrolled in a junior college. Both groups were enrolled for essentially the same length of time.

It will also be noted from Table 2. that there is considerable variation in hours carried and credits earned for students in both public and private colleges. Three per cent of the group carried no more than the equivalent of one quarter's work before seeking transfer while 30 per cent carried 100 hours or more at the junior college level. According to the information gathered in the study, 2 per cent of the

Table 2. Summary of Hours Carried, Credits Earned, College Grade Averages, and Number of Quarters Enrolled for Students Seeking Transfer from Junior Colleges in Georgia, 1964

	PUBLIC COLLEGES	PRIVATE COLLEGES	TOTAL GROUP
HOURS CARRIED			
Mean	82.4	86.9	84.2
Standard Deviation	34.5	40.9	37.2
Number	982	638	1620
CREDITS EARNED			
Mean	77.6	83.4	79.9
Standard Deviation	43.3	50.6	46.4
Number	982	638	1620
COLLEGE GRADE AVERAGE			
Mean	24.3	23.5	23.9
Standard Deviation	6.5	7.6	6.9
Number	981	638	1619
NUMBER OF QUARTERS ENROLLED			
Mean	5.5	5.7	5.6
Standard Deviation	3.0	3.8	3.4
Number	982	637	1619

total group carried as much as 150 hours of course work at the junior college level before seeking transfer to another institution.

Similar findings pertain to the number of credit hours earned at the junior college level. Three per cent of the total group earned 15 or less hours credit -- one student earned but a single hour's credit -- while 21 per cent earned 100 hours credit or more. Seven students were reported by their colleges to have earned 150 hours or more at the junior college level.

The students carrying less than the equivalent of a full quarter's work were all enrolled in public colleges. Students in the private colleges enrolled for more than the equivalent of one quarter's work and only one student in a private college failed to earn at least the equivalent of one quarter's work.

Correlations Among Student Variables

To gain a better understanding of the information gathered on students seeking transfer, a correlation between each pair of variables has been computed. Each of the correlations is, for the most part, as we would expect it to be. The SAT-Verbal test correlates higher with the SAT-Math test than with any other variable. The correlation with high school average and college grade average are modest while the correlation with hours carried, credits earned, and quarters enrolled are minimal. The SAT-Math scores correlate even lower with the other variables.

High school averages were found to correlate substantially with grades earned at the junior college level (r equals .52). This finding merely adds to dozens of other studies that have shown the high

school average to be a better predictor of college grades than the SAT test. It is of interest, nonetheless, that the high school average correlates higher with college grades in public junior colleges than with grades in private junior colleges. The same is not true of the SAT scores; both the SAT-Verbal and the SAT-Math correlate equally well with college grades in public and private colleges.

Other correlations between the variables are either obvious or irrelevant at this point. Hours carried correlates quite well with credits earned, and the latter correlates especially well with the number of quarters enrolled.

Conclusions and Implications

A major conclusion to be drawn from the preceeding discussion is that the problems of articulation between junior and senior colleges may be as complex as many persons have indicated. Assuming that 1964 was a reasonably typical year (if there is such a thing in education), it will follow that a substantial number of students seek transfer from Georgia junior colleges each year. It would also follow that these students are not a highly homogeneous group; they display extensive diversity in measured academic ability, high school grades, grades at the junior college level, hours carried, credits earned, and length of enrollment. This implies that for some senior colleges the problems of admitting the junior college transfer student may be as extensive as those of the entering freshman.

The comparisons between students seeking transfer from a junior college and students entering a senior institution as freshmen clearly demonstrate that the senior college freshman has an initial

advantage over the junior college freshman. This implies that any comparisons between junior college transfer students and senior college students at the upper division level must be controlled for the initial advantage of the senior college student. Unless adequate controls are introduced into the comparisons, the continuing debate over native versus transfer students will be just that and nothing else -- a continuing debate.

In comparing junior college students with senior college students it is important to remember that while the average entering freshman at a senior college may be better prepared for college, there are many junior college students who are as well prepared or better prepared. In other words, the differences among individuals are greater than the differences among institutions.

The extensive variation in the academic progress and performance of students seeking transfer from junior colleges suggests that many students may enter junior college with the expectation that their enrollment will be temporary rather than transitory. That is to say, they do not anticipate the completion of two years academic work before transferring to another institution. The length of a student's enrollment in a junior college is, in all probability, related to his performance at the senior college level. The nature and extent of this relationship should be studied more closely than it has been in the past.

The larger number of students seeking transfer with a grade average below C implies that many will not be admitted to the senior college of their choice and that their formal educational will be terminated at that point. This implies, in turn, a need for better counseling services within our junior colleges. There would seem to be little

advantage to either the student or the junior college for the student to terminate his education only because he is unable to gain entrance to a senior institution.

Finally, it would seem that the data reported here demonstrate quite well the need to study the problems of college transfer from several vantage points. Each junior college should study more closely the progress and performance of their students who transfer to senior colleges; each senior college should study carefully the academic performance of students who transfer from other institutions; and inter-institutional studies should be made from a vantage point that would place the institutional studies in perspective. It is hoped that the study reported here will provide a beginning for the latter. It is also hoped that the follow-up study will provide some perspective or background for understanding better the progress and performance of junior college students at the upper division level.